

PRACTICAL STEPS TO EFFECTIVE LEADERSHIP

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ACCEPTANCE PAGE

PRACTICAL STEPS TO EFFECTIVE LEADERSHIP
A SUPERVISOR'S PERSONAL GUIDE TO PERFORMANCE IMPROVEMENT

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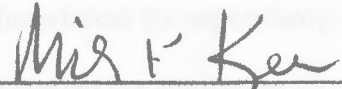
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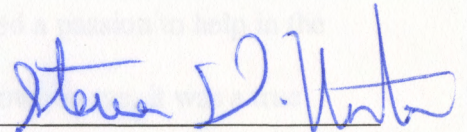
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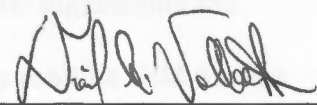
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As I reflect on the many people who have influenced me both during the course work for the MLS Program and in the creation of this work, I will name just a few who without their encouragement and support I would not be at this point in 2006. After an inspiration from Bill Murschel, retired President of Skyline Corporation and my boss, who saw the need to begin thinking of the job of the supervisor in a new way I began my search for material which could help define just where we might be going. He saw the expanded duties necessary to compete in our business as the foundation for supervisory contribution. Permitting me to explore new horizons centered around the supervisor because of the changes which were evolving daily as the workforce changed and the products Skyline manufactured became more complex ignited a passion to help in the formation of the role. Because of the confidence Bill had shown in me, it was a true privilege to begin work on the task. Throughout the months of research many others at Skyline's manufacturing operations contributed with ideas, topic suggestions and criticism to help form and shape the direction of the Guide. My practice field was the audience at which the final work was to be focused. Each day with each opportunity to consult or advise, shaped other building blocks to form the Steps. This was a chance to influence the future behavior of supervisors; which provided an experience unparalleled in my many years in Human Resources.

The practical side of pursuit to complete my project came from the constant encouragement from my family. Understanding the needed time away for library research and the composition of large portions of the project was met with understanding as was

collection of crates and totes filled with materials which still occupy valued spaces in all parts of our home. It was a fact, that weekends were devoted to project activities at the expense of the lawn or the fix-up projects that my wife, Gerry picked up in my stead. Repayment for these many donations of time and effort made to help me finally finish will be done gladly. In the last year, while working on revisions and countless edits and re-edits, my sons offered assistance by guiding me in the technical aspects of producing a version of the project that I could present to the Director. Their phone consultation and suggestions about construct issues gave me those other views of subject matter I needed to arrive at a finished product. Outside of my family, the help in word processing, I have received from Sandy Stutzman, both during the decade of course work and in doing the final edits, construction and production of the project has been invaluable. She has given her time and effort to help me to have papers in on time and in a finished form which resulted in me being able to be at the point of completion.

The ultimate thanks must go to the MLS Directors and their staffs for their assistance in moving through the course work and in the completion of the requirements for the Master of Liberal Studies degree. Wes Robbins welcomed me into the MLS Program and made my re-introduction into formal degree courses enjoyable and full of challenge. Pat Furlong paved the way to my being able to take elective courses in the MBA curriculum in Organizational Behavior which helped form my interest in the subject of leadership. It was there that I first met Steve Norton who gave me even greater challenges in reading and consideration of topics, pushing me away from the "comfortable" Human Resources view of managing the business. Though his detailed examination of the first of my project submissions, in the Spring of this year, that has

been most beneficial in preparing me to think in terms of finally finishing the work. Both he and Dave Vollrath have taken a great deal of time to get suggestions to me. It was Mike Keen's interest in September 2005 that provided the emotional spark that gave me courage to complete the project. Without his invitation to return to complete the work, I probably would not have tried to activate interest after such a long absence.

My part in the process was made easy because those mentioned here. I wrote of ideas that I was able to live each day. I read of ways of leading employees that others had used to better their clients or their companies. I felt that the end product could provide a new start to the way my company deals with its people and especially its first line supervisors. My desire is to use The Guide at Skyline where supervisors who choose to improve can make a difference by the way that they approach their responsibilities of leadership in the years to come.

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Introduction

The Job Of The Supervisor

This book is your personal Guide to performance improvement. By now you have already created the many goals of wanting to improve the performance of you and your team, so this book and its steps will give you the needed ideas and suggestions to start you on your way. Some of the Steps, as they are referred to in this Guide, are designed as suggestions to both you and your team. These Steps of great impact are found in the first edition of the Guide *From Making Today's Workplace a Better Place to Work* in the beginning of the book of the supervisor's new role as leader. They are designed to help you and your team in recognizing the value of problem solving and innovation in the operations of improvement. In the second edition, beginning with the introduction of

Leadership Practical Steps to Effective Leadership

improved performance of you and your team. These Steps provide the crucial suggestions to your team with suggestions to the leader of your team.

When you compare the two editions and your new operating style, it will show a remarkable difference in how you get the work done in your department. It will be important to your team. It will give you both a glimpse of what can be expected of you in the future, and, it will give you, personally, a way to achieve positive results more often than anyone in your career. These are the differences you will notice when you use the techniques to effect change. You should expect nothing less than dramatic improvements in performance for both you and your team. If you are skeptical about the impact you, as a supervisor, have over the performance of your department, this Guide

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The Job Of The Supervisor

Welcome to your personal Guide to performance improvement. By now you have already passed the entry phase of wanting to improve the performance of you and your team, so the Guide and its Steps will give you the needed ideas and suggestions to start you on your way. Some of the Steps, as they are referred to in this Guide, are directed at improvement of both you and your team. These Steps of dual impact are found in the first section of the Guide from Making Today's Workplace a Better Place to Work to the beginning of the study of the supervisor's new role as leader. They are designed to help you and your team in recognizing the value of problem solving and motivation as the foundations of improvement. In the second section, beginning with the Introduction to Leadership, you will find suggested methods to bring out the best in you which will result in improved performance in you and your team. These Steps provide the critical components of your change from supervisor to the leader of your team.

When you combine the two sections into your new operating style, it will show a remarkable difference in how you get the work done in your department. It will be noticeable to your team; it will give your boss a glimpse of what can be expected of you in the future; and, it will give you, personally, a way to achieve positive results more often than anytime in your career. Those are the differences you will initiate when you use the techniques to effect change. You should expect nothing less than dramatic improvement or Greatness for both you and your team. If you are skeptical about the impact you, as a supervisor, have over the performance of your department, this Guide

can clarify what you will begin to experience by implementing the techniques described in the Steps.

Why strive for Greatness? It is simple! Today's organizational currency is performance. Failure is the probable outcome for stagnant or non-performing organizations. Your role is to make sure you have that improvement target in mind in each of your actions. As you achieve success in leading your department's progress, you will stand out as a great supervisor.

It Begins With You

In the next few pages, you will find a brief overview of the Guide. You will see how the Steps are mapped out, and you will begin to gain an understanding of what change is expected of you. Using the Guide demands a good deal of interaction on your part. As you begin each Step, you will be prompted to experience views, "From The Other Side". In these brief narratives you will read an opposing comment about the topic in that Step. These are designed to provide you with a reality check as you launch into a new area they also help to introduce new techniques to use with your team. Your interaction will get even more personal at the conclusion of each Step, as you commit to specific points which will assure your improvement. "My Commitment to Action", carries the responsibility to make improvements. The importance of each "I will..." statement affirms your desire to make change happen. You will be the first to know if you decide to opt out of the Action required. If you see that happening, go over the Step once again to be sure you understand why an action must be taken. Don't move to the next Step until you have completed each commitment to action. "Last Minute Questions" make up the last part of each Step's call to change. It provides a checklist of sorts that prepares

you to take on the challenges you will face as the leader of change.

Understanding What's Ahead: A Quick Review Of The Steps

The first goal is asking you to recognize the benefits to you personally, to your team, and to your organization by the way that you do your job. Specifically, it will call for your constant involvement in the way your people work and the power that you gain by permitting your people to share in determining how the work is done. Focusing your efforts on the redefinition of work pushes you into that all-important central role of expert. James W. Cortada's article in the ASTD 2000 Yearbook, "Becoming an Expert" encourages leaders to hone their expert status so that their team understands their commitment to change. Although even thinking about building a new way to supervise may be difficult for you at first, you, like many others who undertake this journey, will grow to have a belief in the certainty of success based on your own track record. Just consider the way you moved up to group leader or supervisory duties. It has been more than just luck that brought you those promotions: it was also a lot of very hard work, long hours and your dedication to bettering yourself. Garfield, in his work, Peak Performers, identifies this trait as **hardiness**. You see it in how you have approached tough situations in the past and succeeded in completing the tasks.

Energizing Your Team

In the early Steps of this Guide you are asked to consider the value of Energizing you and your team. It may be frightening to think of Greatness as your goal, not only for you but for your team. But in order to make lasting change in any area of your work you must create that desire. In contrast to moderate change, achieving Greatness is more difficult and it requires more effort. To accomplish your task you need to become a *new you*.

One of the keys to leading your team is by maximizing their efforts. You can see useful ways of identifying the means to motivate your team-one by one. You will be asked to consider some very basic yet very powerful techniques to reinforce behavior. The goal is that you will understand your role in the process. In the world you are starting to create at work, the vast majority of reinforcers will be positive. This Step prepares you for the use of motivation as a technique to improve performance. Judith Komaki discusses managerial success being enhanced by using motivation and feedback with their teams. Her "Toward Effective Supervision" article in The Journal of Applied Psychology speaks of the value of observing, listening and inspecting their team's work in achieving better results.

Problem Solving

At the end of the first section of the Guide, you will understand the value of using Problem Solving, as your way to achieve change. It will follow that the most recognizable feature others will see in the new way you are supervising your team is through the positive change that is seen in your everyday operations. By emphasizing Problem Solving as a mechanism to identify improvement targets and then employing solutions to improve results, you can hardly help from standing out. Leading your team in their effort to become great problem solvers takes your time-and their time. You will find that time will be viewed as an investment for everyone's benefit. The use of portions from the "Six Step Problem Solving Process" helped catapult General Motor's Buick City complex in Flint, Michigan from the bottom of quality performance to near the top of J.D. Edwards' best performers list in the early 1990's. This process is a great attention getter with your team.

You will begin section two of the Guide by considering these principles: first, you realize why you are focusing on improvement; next, you become passionate about change; and lastly, you begin to understand the power of sharing leadership with your team. You will find a way to encourage constant improvement through the use of problem solving and motivation, again, with your team as the prime focus.

Your tool kit is in place for the way that you are going to get the most out of your efforts. You can probably guess that the “tried and true” methods of supervision must need to be changed for you to be effective. Long distance supervision, characterized by you being outside of the department, changes dramatically. Managing mistakes by only being interested in failures and then fixing them becomes just a smaller part of your job. The *new you*, is the leader that has emerged from the solid supervisor who has done a good job in the past. Now your new goals will be achieved through leadership.

The practical portion of leadership is just the beginning of the process. It provides the “what” and the “how to” examples of leading. It gives you the sustainable, repeatable methods which help keep your efforts on track. As the leader you provide the foundation, not just in leading your own team, but in the important lessons which you provide to others about the treatment of people, in fiscal management, and in the results you achieve because of your new operating style. Komaki’s studies addressed in Leadership from an Operant Perspective provides advice to leaders about increasing their team’s performance by being in the midst of team activities.

Becoming an Expert

Your ability to be the expert is enhanced by building your team’s strength, by sharing expert status with them. Being both teacher and learner in this role makes the difference

in paving the way to true participation and ownership by your team.

In the next Step, some Leadership Fundamentals are identified which are needed in every aspect of executing your responsibility as a leader. Taking Charge, Perry M. Smith's account of how leaders must work, gives a list of Fundamentals for review. This list provides a constant reminder of how the role of leader needs to look at many facets for the leader to succeed. It reinforces the fact that learning leadership is incremental and can be adopted by most of those who have supervisory responsibilities as part of their duties today.

Time for Renewal

As the Guide wraps up, it encourages you to recognize that there are times when things just begin to stall. Instead of this time being seen as a potential loss of energy usually occurring as a project concludes it actually will serve as a time for renewal. You and your team can use this breather for a good purpose. Maybe it's a pause that lets you relax or when you can infuse new skills into your team. It is the change of pace that proves your renewal of leadership as you prepare for your next objective. As part of this renewal, you are given a simple planning exercise to continue your focus on leadership. In the final Step you will be expected to chart the course for your own development and for the continuation of challenge to your team. Sharing knowledge is a very important difference in providing your team with the power to make change. At the end point, you are asked to have your Guide with you or on your desk as evidence of your plan to lead change. Credibility as defined by "The Puzzles of Leadership" in The Leader of the Future, speaks of The Six C's. They are the keys you must possess to assure that your team will consider you as their leader.

The Man in The Middle is Gone

A note about the last Step: supervisors had often been referred to as “the man in the middle”, because of the straddling that needed to be done between being part of their team and executing the wishes of management. When it was time to reinforce or impose management’s direction, the supervisor changed from being part of the team to having to be the boss of the team. In either role the supervisor was the ultimate loser. By taking yourself out of the middle, and making yourself the leader you establish your own new identity in the organization.

It is time to begin your commitment to the use of the Guide as your personal means to lead change in your organization. Each Step contains the direction you will need to show the way to your team. The Steps will provide you with the needed reinforcers to share your leadership role with them. Together, you can make the changes to set yourself apart from the rest. You will be the leader of the future.

Making Today's Workplace A Better Place To Work

Why am I here? What difference can I make? These are just a couple of questions you may have as you begin. Your challenge here is to recognize the impact you may be having on your current department's employees. You will also be preparing to hire new employees, so this Step will help prepare you for some of the difficulties you may face in that important activity. Get ready to recognize the key role you have in the business of supervision.

Those just entering the workforce today are stepping into a safer, more worker friendly and technologically superior workplace than those who began work just a few decades ago. Mechanical innovations have greatly reduced the worker's drudgery because employers place a greater value on the worker. This results in a safer place to work for those individuals in the factory who comprise the largest percentage of our workforce. Today's workforce generally expects a clean and safe place to work. If it is not provided, workers will just move to one of the many other jobs available to them - usually with little explanation to you, the supervisor.

Improvement in work hours, fairness and respect by management, improved environmental quality and the relative physical ease in how the work is performed means a great deal to the wage earners of today. Organizations must create an atmosphere where people are listened to, where their ideas are respected and where they feel they can stay and work productively for many years. This continuing effort on everyone's part can pay great dividends by reducing turnover and enhancing the employee's chance to earn a good living while ensuring that the company is profitable.

Workplace technology improvements may be difficult to recognize in some settings.

Technology improvements can be seen in both grass-roots kinds of improvement and in

the hi-tech arenas. If we consider the tools which are lighter, more durable and are less tiring for the worker to use compared to just a few years ago, we can begin to see how technology has had an impact. Just look around at the technical improvements which you have initiated that makes lifting easier or makes the loading or unloading of materials better for you and your team today or makes being on your feet a lot less wearisome. Hi-tech improvements in how construction blueprint packages are put together make the job of building a unit easier to understand. Design changes can be quickly translated into safe product improvements because of investment in the newest CAD technology.

Just as an organization recognizes its responsibility to provide the right environment and equipment to stay at the front edge of change, your understanding of these innovations will help you and your team in meeting the latest design and quality requirements demanded by our customers.

From the Other Side

"I just don't get it! I've seen people come and go because that's how this business is."

This supervisor is reflecting on years of on-the-job experience. Regardless of the changes that have been made and those other factors which you will read later in the Guide - he has never changed. "Turnover is just a cost of doing business and quality is always put into the unit sometime before it leaves the plant. I have always been paid on volume and my team is only interested in the paycheck on Friday. I don't know what the big deal is about having to change the way I've operated for years."

Why Change Is Necessary

Your duties, responsibilities, the style of management, technical and people skills are changing each day. Your job is central to the effective leadership of a significant part of a production operation, but your duties are far greater than just production. Because you are positioned at the heart of the operation you must have the knowledge to maintain and improve your department and you must be able to spot and correct areas where things have fallen below expectations. In fact, if you do not reflect the views of the customer, of our inspection agencies, and of governmental agencies to which a company is responsible in every decision you make, you will not be able to keep your department on course, unit by unit. You cannot plan for the future unless your personal growth includes the development of your own leadership skills. For these reasons, look at the supervisor's job as one in which significant personal investment must be made in the coming years so you are ready for the continuing challenges presented to you and your team in the future.

Realizing How Critical The Job Of A Supervisor Is

Over the last several years, exit surveys have been collected from many individuals who have left the organization. The results reinforced the impact of poor supervision in people's decisions to leave their employment. These former employees were asked to rate items like pay, working conditions, the work itself and the qualities of the supervisor for which they worked while on the job. Negative responses about supervisory treatment far outnumbered other categories when employees were making decisions to leave. Pay, benefits or other factors had a lesser place in their decisions than did supervisory treatment. Employees leaving expressed very strong feelings about how they were

supervised. Those feelings were more fully apparent in written comments such as: The supervisor . . . “showed favoritism”; “didn’t address problems”; “didn’t treat me fairly”; “belittled people”; “didn’t care about unsafe conditions”; and “didn’t appreciate my efforts”. Many more comments saying “I didn’t like the supervisor” appeared on the surveys. Again, these reports tell us that the supervisor does play a significant part in the employee’s decision to stay with the company or to leave.

When it comes to fair treatment, enforcing safety and appreciating the employees’ efforts, there is no doubt that the supervisor’s impact on the team is very strong. If the supervisor is viewed as negative, department safety, efficiency and quality will show those effects.

Is there a lot to be gained/lost on the bottom line because of supervisory performance? The answer is, yes! The supervisor’s job has changed a great deal because of the great responsibilities given to the position for quality improvement, safety performance as well as employee efficiency. With these changes have come the need to develop skills in handling people issues, in understanding the technical aspects of the job and in learning the leadership functions as well.

Employee demands of the supervisor are much greater than in the past and that the organization expects the supervisor to take a much broader role in the business than just watching their department. Being an agent of change must be a top priority for the supervisor. Although there is more to change than merely adjusting the way people are treated, the important first Step in this Guide is realizing who it is that the supervisor must deal with every day.

The Workforce Today

Your reaction to this title might be - 'What workforce today?' - based upon your recent negative experiences in trying to attract and retain a good workforce. You are not alone in feeling the labor squeeze - it exists everywhere and at every level of almost every organization. The inability to find good workers may be a result of the expansion of some businesses with which you are forced to compete for many of the same workers. That is magnified by the overall lack of requisite skills in the others who are available. The end result is that you can't find good people.

Who Is In The Population From Which You Must Select?

The business of times past was built on the aggressive young male who was willing to learn and then commit to stay at the company for a few years until a chance to move up was given him. Today's talent pool does not have many people who fit the previous model. Those using traditional means to attract workers are going to discover a new population that is different in many ways. Understanding those differences helps the supervisor begin to build the department with the new workforce. Here are a few of the characteristics you will now have to deal with:

Lack of real life experiences - even those young adults who "grew themselves up" because there was no adult supervision have very little practical skills they can bring to a job. One of the basic skills often missing is the ability to read and follow directions.

No work ethic - many young people have little experience with responsibility. Coming to work on time or coming to work at all is a major problem when the company is depending on an individual who does not understand the consequences of not showing up. To deal with these problems, some companies have developed a set of guidelines that

each new employee must sign that speaks to a promise of work effort . . . doing your best at all times . . . having pride in your work . . . and, coming to work every day.

A "free agent" attitude - some new job seekers feel that they are in a constant "testing" mode. They consider that no job is their final job and that there is always a better job out there somewhere. This attitude may not be caused by a lack of loyalty but many times it results from the lack of job certainty. Prior jobs may have ended in layoffs, or temporary job placement which stopped before they achieved permanent status.

Diversity in the new workplace - As was mentioned earlier, the efforts to attract and retain a solid workforce can't always be accomplished through traditional methods. In other words, waiting for the right person with the right skills can often result in a long wait followed by the desperate act of ultimately having to hire the best from the population who is generally unskilled but is willing to work.

The newer applicant pool may contain people from Hispanic, Eastern European, and Asian ancestries. Some of these potential employees may have limited English language skills which will present a problem in interviewing and evaluating the individuals. Some operations use interpreters who have been hired previously to help; or, in some cases, the applicants bring a more language skilled individual with them to the application process to eliminate the up front communication issue.

Other non-traditional applicants may come from the older workforce seeking new positions because of downsizing or business closure. Often times, many of the ingrained work habits of daily, on-time, attendance, listening and learning skills and the ability to read and follow directions provide good building blocks for these workers. Females continue to enter the industrial workforce in great numbers because of the desire to

participate in occupations which have higher earnings potential than do the service, clerical or retail sectors of employment.

Today's employee selection process provides many challenges for the supervisor.

Greater attention to interviewing, reference checking and orientation gives you a better start in selecting those who maybe the best fit for the jobs available. Inclusion of a broader variety of workers will increase your chances of getting someone who can be trained in the skills needed to perform the job successfully. Regardless of who you hire, whether from the traditional or non-traditional pool of applicants, plan on increasing your investment with training.

My Commitment To Myself

I will develop a list of how to approach change in the areas of screening, hiring and orienting my new people.

I will do my own assessment of what each member of my team would say about how they are treated by me. Then I will check my feelings with each one of them.

I will take a more active role in bringing new hires into the department and , more importantly, what happens to them because of me.

Last Minute Questions

Why is change important in performance improvement?

What part do you see that you will play in those changes?

How do you think your team will react to being a part of the change process?

How do you deal with diversity issues?

Energizing You and Your Team to Achieve Greatness

Prior approaches to change in the American workplace were generally not successful. When you and your team develop and own the process of how change will happen in your department, chances are better that change will be positive and lasting. You will find that working toward greatness by sharing information and listening to your team will produce astounding results.

About forty years ago, some companies began to take a serious look at the importance of treating people in a different way in an attempt to gain a productivity advantage over the competition. Most commonly, improvement plans were modeled after major Japanese companies which had achieved success with innovations like Quality Circles and Employee Involvement. In fact, a whole movement called Total Quality Management (TQM) resulted in placing all of the various pieces of management under the umbrella of the quality. Many of the components of TQM had the potential of eliminating waste and reducing errors. Some of these initiatives actually succeeded in the USA, but few of them worked for very long. Why do you think this was the case? It may have had something to do with the ideas not coming from here; or, it may have been the whole idea of employees participating in running a part of the business was so different, that no one wanted it. Whatever the reasons, the effect was the same- either programs never got off the ground or they died soon after they started.

Since those early efforts, there have been other attempts to influence change. Some of these programs also ended in failure, but others, based on the principles of leadership have been remarkably successful. The difference between the earlier efforts and those based on leadership is ownership. For example, it is easier to identify with principles of quality and the results you hope to achieve when there is a visible, recognizable head,

leading the effort. Mechanical controls are certainly helpful in identifying trends and in affirming progress toward goals, but charts and graphs alone have a limited impact in motivating individuals toward better performance. Powerful information coupled with a strong sense of direction provided by a knowledgeable supervisor gives everyone what is necessary to initiate change. Information and its use to prove a point or establish a path for change is as important as having technical skills to make the change happen. Those who need the direction and are at the front end of change are powerless unless they have an idea of where to start. Energizing change is dependent on you, the supervisor. The other critical factor in the process is the role of those being led. In the best cases, 'everyone' is a part of the change process; other times it just may be you or a part of the whole team that you designate to help in problem solution.

Describing The New You

You, as the supervisor, working together with your team, will identify and solve problems that result in improvement. You cause change and by making change happen you and your team will make it work. This way of considering your role as supervisor is probably very different than what you currently see. For example, your way of getting the job done today may involve you telling, watching, checking back, and maybe encouraging your team. The *new you* may have trained and empowered the crew so that their role becomes assuring that quality is maintained according to code. The *new you* looks at the bigger picture of improving other aspects of your department's work and then begins to develop that concept with your team using the tools of training and empowerment. This process is never ending. Once you have conquered one aspect of the department's problems, another one is right there to be dealt with. However, if you and

your team stop at just being good at just one aspect of improvement, you will be missing many more opportunities for future advancement toward greatness.

From the Other Side

"My team is just not motivated to do anything but get in here, get the production done and then get out. Talk about a simple explanation - well that's it!" Some people will not see the need to change the way things get done, not so much because they are against change, but because it seems like the need for change was never very important before. They need to know why the company is changing. "Sometimes I wonder why I am expected to do more than just getting the work out, like before. If somebody has a complaint about the work that my team does they have never told me about it."

Beginning The Spirit Of Greatness

Can any company afford the luxury of waiting until others have moved forward before considering change? In today's market the answer is an emphatic, No! That does not mean that we should mindlessly follow competitors' leads, but it does require an attitude of questioning and examination as opposed to automatically accepting or rejecting a concept just because it is different. The same holds true with the consideration of change at the department level as well. A supervisor must be much more than just an observer from outside of the process. He must take every opportunity to inquire of the team what ideas exist, how those ideas can be implemented, what will they do to the process, and how will they affect the people and the way the work gets done. The team must feel that it is their individual and collective jobs to make the system better. The empowerment to do that comes from you and the energy that is released fuels the next set of ideas for change. The relationship between you and your team develops into one in which you, as

the supervisor, are focused on continually energizing yourself because you have empowered your team to be ready to act too. They work together because they *intend* on making real changes. With that intent in mind, change becomes everyone's concern.

Today, what is seen by a member of the team as a possible improvement to the process may be dismissed as an idea not worth hearing. Worse yet, the idea is never brought forward because your team feels that no one cares. In a department where real change is part of everyone's responsibility, *all ideas are pursued*. The ones which do not fit are still rejected, but not in a manner which would stifle creative thought in the future. The ones which are acceptable are pursued with the energy that indicates that new thought is appreciated.

Consider how the subject of ergonomics has been introduced to many organizations. In this one example, the amount and quality of the ideas has been overwhelming. Once the people understood that ergonomics was not some mystery word; and that it could be thought of as simply a means to change something to help improve the way the job gets done, there was been a flood of ideas. Some are implemented and some are rejected but *all ideas are considered important*. The same thing (the energy) happens when you involve your people in any process that affects their work.

Here are some examples of how energy will appear in an organization when it is unleashed through the *new you*:

Traditional Organization

Lots of specialists

Slow to change

Jobs sharply defined

Chain of command

Stable, predictable environment

Top-down power and communication

Problem solving done by chiefs

Emphasis on efficiency only

Greatness Organization

Broad skill base

Fast moving

Roles flexible

Fluid, participative roles and structure

Accelerating change and need for innovation

“Everywhere power”

Communication slow, only as needed

Communication fast and everywhere

Problem solving done by everyone

Emphasis on people and efficiency and quality and all aspects of improvement

Teach Your Team “How To Think”, Not “What To Think.”

You and your team operate in an increasingly complicated workplace. Although there are some guidelines to follow, not everything falls into a lockstep of solutions like, ‘If this happens, you do this, and if that happens, you do that’. You quickly get beyond things that have known solutions because of the wide variety of possibilities involved in building any product today. For those reasons, you need to focus on developing new

skills personally and then helping to teach those techniques to your team. Once everyone understands a few basics you and your team will rely less upon being *told* to correct a problem because you will have identified it already. Plus, you and your team will have begun to get the information to review flawed processes on your own. That approach to problem solving is much faster than traditional top/down direction. Eventually, you and your team will consider that approach as a real part of your every day jobs. Having the capacity to ask you and your team to think and then act is the true beginning of greatness. Problem identification and solving is the mechanism that permits this to happen. To be able to employ a learning to think strategy, you must consider developing these skills for you and your team:

Technical Skills will take on great importance if you want new ideas about the department's work.

Numbers and Measurements must be shared with a broader base of people to keep them goal directed.

Communication Skills need to include careful listening, plain speaking and accurate descriptions of conditions which will aid in understanding problems and solutions.

Learning will be, above everything else, of great importance because the whole idea of empowerment is based on being ready for future challenges.

Solving Problems will give the needed verification that this is the kind of activity that is expected of the supervisor and the team to be successful in an organization which values greatness.

The New Value of Information

The practice that lets you take responsibility to teach your team how to think starts with you being able to access information. You must be able to understand it; and, you must be able to communicate it to your team. After that, you must be able to take information back to your managers in a form which will help them let the empowerment process start. Information can be made available in many forms today. Supplying that information in paper form, electronically, or sometimes verbally in small group meetings all play critical roles. Sharing information on meaningful issues, customer complaints, quality and conformance problems or people concerns, tells people they are playing an important part in the business. Without that sharing, your team's energy can never be released. Information is the key to unlocking the energy in the workforce because it gives people a direct understanding of their roles in the system.

There is another very important value that involves the sharing of information from the workforce to you the supervisor. Our organizations are fortunate to have many experts who have accumulated a wealth of knowledge both in our system and in others. Tapping into all skill bases is often overlooked as potential sources of improvement. Often, team members have developed special work techniques which make the job easier or improve the quality of the final product. Other experiences may also give them knowledge of alternate tools or equipment which may serve your department well.

My Commitment To Myself

I will begin to think of my key role in supervising my department as the one which promotes investigating what needs to be improved and the taking the right actions to develop myself so I can energize my team to greatness.

I will learn how to get information that is useful for my team. I will try a couple of techniques to get my people to understand what it takes to think about those problems that we face everyday..

I will persuade my team that all ideas are OK. And, I will make sure that I create a way to make the people comfortable with expressing each idea.

Last Minute Questions

If you want to have people develop solutions to problems (think for themselves) how would you start that process? With whom would you begin? How would you keep track of progress?

The whole idea of sharing information is going to be important to establishing your credibility with your team because it indicates a level of trust that may not have been there before. How do you plan to use this important moment in the relationship with your team so that you can be sure what you do is believable and lasting? It is hard to think of myself in that kind of light, so I need to get with my boss and begin to explore some ideas he has for my improvement.

Problem Solving in a High Energy Atmosphere

When you are considering the first, very careful Steps in beginning the change process you will need a way to solve problems in your department. You will be the expert, having many of the answers yourself at the outset, but soon you will share that expert status with your team. Then listen to their ideas. You will find that it energizes you even more!

By now you should be starting to feel that change is something that makes you feel uncomfortable. Sometimes you feel that there are so many change opportunities that you may not know how or where to start. And then there is that feeling of doing this alone - no one else seems to be interested or worse yet, there seems to be the feeling that once people will stop paying attention to this, it will probably go away. You cannot ignore those who have negative attitudes, and if you have to live with people that every day, it is difficult to keep going toward your goal of improvement. Difficult maybe - but not impossible.

Today's business climate demands that each function approaches its work with a high degree of energy. The need to focus on what is important is essential to your personal success and to the success of the organization. If you ignore what is important, your performance will most likely begin to fail and naturally, so will that of your team. This next section will help you learn some easy to implement problem solving techniques, which will help you in staying on course. You can build on the earlier steps and produce positive results with the use of your team by using the *credibility* you have established with them. Problem solving, with the entire team's involvement, can be the launching pad to make people believe that what you are doing is for real.

From the Other Side

"Problems are a part of everyday life, nothing is easy, so you just have to go with the flow and problems will usually solve themselves if you give them enough time. If I try and get my crew concerned about doing some problem solving exercises we will never get our jobs done." Problems don't just go away, and if they are ignored, they usually develop into major crises that cost a lot of money and time to clear up. "We have a problem solving department already in our plant. It's the Final Inspection Department. If they see a problem, they fix it! You can't ask for a better way to solve problems than that."

Problem Solving Problems

Supervisors at all levels have difficulties solving problems. Many times, the cause of the difficulties comes from the same source, HURRY, RUSH. When our system fails and the supervisor cannot take time to address the problems, the workplace is chaotic. The order upon which any system is dependent, is gone and with it goes our ability to maintain stability in the process. Consider these two sources as typical of what may occur in your department.

Piles of Problems

If you let things build up there is no question that you are going to have a difficult time in solving any problems. Your team will be confused if you are discussing problem solving with them and they see no end to the problems that already exist. There is never a perfect time (when only one or two problems need to be solved) to begin the problem solving process. You may want to work with your crew to identify and prioritize problems to give everyone a feeling of a good start. Everything does not have to come to a complete

stop before things are "right" for change. In fact, change is sometimes easier to understand and its potential solutions more saleable when the need is felt throughout the department. From a practical standpoint it may be possible to work on just one problem at a time, so select one that today gives your department the greatest amount of pain. You will be able to maintain interest when your crew sees the positive impact of problem resolution on their jobs.

It Was Working OK Yesterday

As a product leaves the system what does it look like? Does it have any errors? If so, you are back in the system looking at likely causes. Are you asking your team for a review of the measures that told you things were OK? Are you placing full attention on correction? Once things are back under control, are you re-thinking your original solution? Have you done damage control where needed and do you have your team ready to go on to the next issue? Show your *credibility* by being up front with everyone involved. Don't blame, *train* where needed and learn from the experience. In the future, assign certain items to be checked by specific team members. Use the failed system problem as an example of why a problem solving approach is the best way to look at the improvement process.

Solutions that do not endure harm the problem solving process. When everything is done correctly and the solution is short-lived you need to examine another set of problems that may have caused the solution to blow up. Your credibility is again open to question unless you take time to make sure that the system works as it should. Here is where you establish your role as expert. You need to be prepared to show the way to the solution.

Working Leader As Expert

Sometimes you may be reluctant to call yourself an expert at just about anything. Too often, out of false modesty, we may not step forward to claim expertise. In the workplace, it is essential to acknowledge expertise for the simple purpose of being able to get the work done correctly. Think of a time when there was an unexpected absence in the department and you did not have a trained individual who could fill in and take over the absentee's duties. If you have not cross-trained several people in your team, then the true loss of an expert is felt by everyone. The price for that loss is a slippage in quality, an increase in hours worked, a heightened sense of frustration in the crew and a strong feeling on your part that you have failed in an important part of your job.

Expertise is a constantly expanding and developing process. As a field develops, your knowledge needs to improve so that new expert "requirements" are met. Old forms of expertise become obsolete and if they used they are not as effective as the better methods introduced later.

Experts are always looking for better ways. Creating new ways to cut, carry and assemble product components must be done at every opportunity. Seeking the expert in this department or that maintenance shop is easily done because there are so many of them in the system. Supervisors who are always anticipating and preparing for problems and are motivating teams to improve, make up the core of experts around any organization. The other experts you develop help you carry out those duties needed to keep your department error free.

Experts come in all jobs and departments and their positive impact is seen everywhere. You see their expertise daily as they do their jobs flawlessly. The principle of

supervisory expertise is to allow you to be able to lead the experts you manage daily and to bring other employees up to expert status through your guidance. Maintaining your expert role means that you will continue to grow by sharing your knowledge, and along the way, learn more yourself from the other experts you have help create.

You will find that experts behave in a certain way. You see it in the experts you supervise and you should be able to recognize it in the way you do your job. Look at the descriptions below and see how you measure up to expert status.

Characteristics of an Expert

An expert is very familiar with a large number of parts relating to the process, the product and the people. As the business changes the expert knows where to get more facts to aid in running the department. Have you developed a system where you track changes that impact your department? Do you support your team by sharing knowledge about new materials or processes? Do you try to reinforce current knowledge by being near the work often and discussing what you observe with your team?

An expert is good at teaching. Are you always on the alert to teach team members about quality from the perspective of rework trends or customer service warranty reports? Do you follow up to make sure you reinforce what

you taught? Do you praise your team when the problem has been corrected?

An expert is good at listening and learning. Do you listen to your team about better methods, do they know that you want their comments about the accuracy of blueprints, or problems they observe with materials? Do you research and get back to them? Do you use other supervisors as sources for new ideas or problem identification?

An expert is seen and recognized as having a commitment to quality and to the production process and, most of all, to maintaining good team morale.

Is there an absolute standard your team understands about product quality? Do you constantly train team members to expand their practice of those standards? Are you always there to reinforce your team's actions?

Take time to examine these characteristics and ask yourself these tough questions. If you are not showing these characteristics do you think you can change your team's behavior? Show your own intense interest by digging for answers to questions or problems that crop up? Be the expert and help others achieve expert status. Use the problem solving suggestions as the means to expand the expertise of your team.

Problem Solving Steps

Some problems are too difficult for one person to resolve. The problem may take a group effort to fix. When you hold a team problem solving meeting, keep these things in mind regarding meetings and solving problems.

Characteristics of an Effective Problem Solving Team:

1. All Members Participate: Team members do not ignore the contribution of other members. All members need to contribute. Silence is not golden.
2. Make Sure Everyone Understands. Sometimes it is a good idea to ask a question like "How does everyone feel about this?" to make sure everyone understands.
3. Separate the Idea From the Person: Try to discuss issues as "group property." Instead of saying; "I do not like Mike's idea on . . ." try saying; "I have a different angle to consider on . . ." This helps free people up to present their idea, and then join in the discussion without feeling the need to defend themselves.
4. View Moderate Conflict As Necessary and Helpful: Conflict is inevitable. Put it out on the table so the air can be cleared. This allows the team to control the conflict. You do not have to take a side, just keep the team focused on the problem solving nature of the discussion.

5. **Make Decisions Openly:** Teams need to keep things in the open to avoid the suspicion that some backroom deal has been made. Decisions can be made by voting, by delegation, or by group consensus.

Problem Solving Blocks

Because your problem solving meetings must be limited because of time constraints, it is best to be aware of some of the common sources of troubles. This list will keep you on the alert to potential problems and may cause you to stop and rethink a direction even if your gut feeling says it's the right way to go. It may also serve as a good review for your team, which is generally new at this process anyway. It will reassure everyone involved that solutions don't all come from the same place, and they may not be reached on the first try.

Grabbing the First Idea

People, many times, when faced with a problem, tend to grab the first solution that occurs to them and stop there. This is especially true when a person feels under pressure, or when he experiences frustrations with a problem that doesn't go away.

Experience has shown, however, that the really effective ideas and solutions come when a number of alternatives have been discussed. The experienced team problem solver doesn't feel the need to run with the first solution, but can wait for all solutions to be heard, then help the team make a choice.

Jumping to Conclusions

The danger in jumping to a conclusion is that once a quick decision ceases other discussion, everything else is tuned out even when the evidence is overwhelming that the

first solution may not be the best one. Once an explanation is heard, it may be difficult to drop it, even when you have discovered a better idea along the way. People won't speak up for fear of hurting someone's feelings and a person who is in the habit of jumping in first sometimes closes his mind to new information and stops listening to any other solution. You may table discussion for a while or ask that the team explore more possibilities before you move on. Being the expert sometimes means saying NO.

Quick! Make a Decision

When supervisors are confronted with a problem, they feel strong internal pressure to find a solution - Immediately! Bad things happen when you rush. First, you may misunderstand the real problem. By looking at only quick solutions to the problem, you may pass up many things that could lead to a better solution. If you are in a hurry, you may fail to consider other potential outcomes, which could result in other problems.

When you are permitted to take more time, you are freer to turn the problem over on all sides and consider different points of view. The goal then should be to switch from quick solutions to a detailed problem solving approach. You will find the quality of your decisions will be much better and the speed will not diminish your implementation time because you probably will be solving the problem just once instead of having to explain several false starts.

That Won't Work Here

It is common for any individual to make judgments while exploring solutions to problems. Objective listening, although difficult to do, helps you to process what is being said, ideally without making judgment first. Everyone is not a polished speaker, so most people will be nervous and if they think they are being "tuned out" because

someone is making an early judgment on an idea they will generally turn off completely.

Listen - Don't Judge.

If you permit ideas to be shot down before you reach the natural part of the problem solving process where you actually select some final alternatives to consider, your *credibility* will be in danger. When you have a chance to consider an idea - even a bad idea - without making a judgment on it immediately, you will send a message to your team and to the person who took the time to develop an idea and present it that, yes, you are truly interested.

Keep The Problem Solving Process Going

As you are concluding one problem, begin thinking of the others which are causing poor quality or are eroding efficiency. Put the identification of the next improvement project as a top priority with your team. If you ignore that important task, you may run the risk of your team thinking that it is "someone else's turn" or "now we are done with that."

Change is never done, so while you are praising people for their accomplishments you begin urging them on to tackle a new problem. By the time you have finished a few projects you and your team will be experts at the process and you will know what kind of impact your improvements have made.

My Commitment To Myself

I will take on the challenge of selecting an important problem to begin to have my team work on.

I will discuss my plan with my boss and then begin one-on-one and small group discussions the team members.

I will schedule a lunch time session a week in advance after my individual meetings so that team members can adjust their schedules. My first topic will be "Selecting a Problem".

Last Minute Questions

What are you going to do if you get some road- blocks from individuals? What do you need to do to help your team understand the value of their contributions to improvement?

Remember, you are only one expert in the process, if you need help, it is available? It may be right there in your team.

Are you feeling uncomfortable about leading change? Good! That is the right feeling to have. You are ready to make a difference.

Maximizing Your Employees' Efforts

Motivating your team will always provide you the greatest challenges in your job as a supervisor but it can also yield you and your organization the best rewards. The emphasis of knowing each individual, and implementing your motivational strategies almost one by one, will help you understand the things that work and those that do not. Using this powerful tool will change your relationship with those you supervise immediately.

Motivating anyone in any setting is one of the toughest assignments you will ever tackle.

Motivating a team has even greater challenges to you and to the individuals who make up your team. **The key problem faced by supervisors and team members alike is goal confusion. You want quality and cooperation in your daily efforts with you and your team. Sometimes that is difficult to get across.** Dealing with each individual personality at work is the real task in trying to motivate a team. Why must you start with the individual? Motivation of the team will depend on how you understand the motivation of each individual. Here's a situation which might make that point a bit easier to grasp.

From the Other Side

"This job stinks! I've been here for five years and my supervisor is "all over" the new guys, helping them get the hang of the job. I know all those jobs a whole lot better than he does. This is all part of him being in the department more so he can answer questions and get us to be on his problem solving team. He is just in the way all the time. Why doesn't he . . ." "Hi Charlie", the supervisor catches him in mid-grumble. "How was your weekend?" "I don't have time right now to get distracted - do you want me to have an accident? Go over there and bother your new 'team', they aren't going to make it anyway." As the supervisor walks away he thinks "No wonder nobody stays in this

department with this guy's attitude." Charlie is actually the best worker in the department, plus he knows all the jobs but he's got a real sour attitude toward just about everybody except a couple of his friends. He decides to let Charlie cool down for a couple of hours before approaching him to find out what's wrong.

When the supervisor approaches Charlie after lunch he is met with almost the same anger. He calls, "Hey Charlie" three times before Charlie turns around and recognizes him. "What is it this time?" Charlie barks. The supervisor changes his tactic from the small talk approach and just says, "I need to talk to you after work." "What's wrong now?." Charlie snaps as his voice fades. The supervisor just walks away..

Saving The Troubled Employee

The supervisor decides against the idea of just firing Charlie or telling him who's boss or telling him to quit if he doesn't like the way things are run and tries another way. Charlie is a "keeper". It is the supervisor's job to figure out how to make Charlie's attitude turn around and, of more importance, to have them both figure out how Charlie's talent can be used to a greater extent in the department. To be an effective supervisor, he must be able to describe in detail the talents of each of his people. Sadly, it seems that Charlie's talent is lost, partly because of his attitude, and partly because the supervisor always seems to provoke a negative response from him. The supervisor knows that Charlie is a good worker. He also has first-hand experience just a few minutes ago about Charlie's bad attitude. He is not taking well to the supervisor spending so much time in the department promoting solving problems and getting the team involved in how things are done. But this supervisor is committed to improving the department's work, so his presence there will be a fact of life - and it won't change. The last two people Charlie

trained are now part of the team, but they also have lousy attitudes, but they too have become skilled workers.

After some thinking the supervisor makes a list of a few of his observations about Charlie's talents:

He knows almost every job.

He is a skilled worker.

He has had success in training people.

He has a bad attitude.

People he trains become skilled workers.

He doesn't like me looking over his shoulder.

He makes it a point to be ready to fight anytime I'm around.

The supervisor takes time to jot these items down on a scorecard and is now ready for his discussion, some time later, with Charlie. Lets look at a few tactics which he will want to use with Charlie to try to see what makes him tick.

Find Out Who Your Team Is One by One

A team size of ten or so people allows you as the supervisor to get to know each person - as a person. The list of details that you will be able to write on each person should be extensive. Each one of your team, new or old, is a product of not only the experience in your operation, but of all the jobs he has held, of his schooling, his home-life and family and many other factors.. Added to that list, he is influenced by what he reads, what he watches on TV, and who he respects and who he dislikes. His goals and his psychological make-up add to this complex picture. You should expect to have a very

long list on the scorecard for some people. No interview or background check is going to give you all of this information. You will learn it through observation and discussion with the person. You will find out some things by other's comments too. Your goal should be to know each item that makes up the person. Your ability to motivate your team begins with the assessment of how your actions will be responded to by the team, both individually and collectively. See the Performance Scorecard at the end of this Step as an aid in your interviewing process.

It is difficult to motivate in a meaningful way unless you plan it out. But, for certain, it is more than 'back slapping', 'smiling a lot' and 'saying, good job' (although using these tactics, if meant sincerely, never hurts). Your motivating strategies can take several different forms but each involves as its goal, the change of undesired behavior or the increase in desired behavior of the individual or of the team.

Motivating Individuals

Following is a brief description of a motivational framework which deals directly with desired performance and the reinforcement to continue that performance. This is one of many such techniques which have been used in business and other settings for many years. This particular approach requires that you know what you want from *the individual*. First, you know what reinforcers will motivate the individuals; and, you must be prepared to provide constant feedback to keep everyone on course toward performance improvement.

Positive Motivation - the increase of a specific behavior by using positive reinforcement.

Example: If you can train the two new people in the department and they stay with us six months I will give you a bonus of \$100 for each.

<u>Situation you want changed</u>	<u>Increased Behavior</u>	<u>Contingent Reinforcement</u>
High turnover in new employees	Getting them trained.	Bonus paid for them if they stay.

The same applies to the reduction of a specific behavior by using positive reinforcement.

Example: If you reduce errors in your individual job over last month I will have a cook-out for your crew.

<u>Situation you want changed</u>	<u>Increased Behavior</u>	<u>Contingent Reinforcement</u>
Too many errors	Building a unit with <u>fewer errors</u> .	Cook out for team

If the reinforcer is a desired motivator by the individual or the team, then behavior should change. If you stop using the reinforcer, the behavior will probably go back to something less than what *you want*.

Another form of motivation is punishment.

Punishment - the reduction of a specific behavior by using a negative reinforcer.

Example: Unless you stop your mouthing off to me I will write you up!

<u>Situation you want changed</u>	<u>Decreased Behavior</u>	<u>Contingent Reinforcement</u>
Disruptions caused by negative comments.	Fewer incidents of bad attitudes.	Disciplinary write ups.

In the case of punishment, it is rare that it ever has the desired effect and if it does, it is very short-lived. Although there are some cases where punishment needs to be the strategy used, you will find that it tends to make any positive motivation impossible unless punishment is used very sparingly.

These techniques produce very powerful results. Unfortunately, sustaining good behavior or stopping bad behavior is impossible to do with just one or two tries. You may want to use positive motivators as a kick off and then on occasion use some tangible reward to keep the ball rolling. Any reward's value as a reinforcer depends on the measurable results you receive from the changed behavior. By attempting several different kinds of rewards, you are able to find out if the behavior does change and to what degree it changes the behavior targeted. If you see that a department cook out has a positive effect on reducing errors, then continue its use. You can modify the expectations, change the way you organize it or have the team take the event over. An important fact to remember though is that the reward (cook out) is not just a hamburger. The reward also shows that you are recognizing your team for their contributions. This can be a way of showing how you are sharing your power with the team which will produce many more long lasting behavior changes.

Turning Talent into Performance

Individually changed behavior at the team level will lead to better overall department performance. As you recognize more and more that you are working at the individual level to improve department performance, you can run interference for individuals to remove performance barriers. You can be the spokesperson for the department at higher levels in your operation. You can influence other supervisors to improve quality in their departments so that your department's quality level and performance can be increased. You can do something as simple as expediting a tool replacement request to make someone's job easier. It can serve as a great reinforcer by assisting your team in their desire to get out earlier. When you see these examples as part of your role, the talent in

your team is multiplied. The more attention and energy you invest, the greater the yield in performance. If some people resent it, find out why, but make sure they understand that you will be there assisting.

Motivation doesn't start with the team or even with the individual. Motivation starts with your understanding of what performance improvement is needed. Your overall goal may be to reduce errors, but that alone cannot transform performance because it is too broad. Certainly, by drawing attention to quality improvement you may see some reduction of errors. Sustaining that improved quality is a different story. You may start by using an error tracking system to identify specific areas. Next you might select how you can mix the unique talents of your team into a performance improvement plan to correct a specific deficiency.

Motivation of your team enters the plan at this point. If the cook out with its other recognition values is the most probable reinforcer to gain improved performance, then you may be using that device every time a specific error is eliminated (a lot of hamburgers). It may serve as such a powerful tool that other departments may be curious about the recognition and inquire to their supervisors why they are not included.

Hopefully, at that point, it is catching. And, it does not have to be the same for everyone. Remember, the unique talent of each individual and, as we will examine next, the inner dynamics of team may change the approach and the reinforcers other supervisors will use as well.

Motivating Your Team

If you remember what motivated you and some of your co-workers as you began your careers, you may find some similarities with the needs of workers from your generation

and those that you see today. Employees and teams who are *highly motivated* still want a chance to learn all they can and improve their skills. They come to work everyday both for the money and because they like the job; they like their co-workers and supervisors; and, they want to be treated well and be appreciated for what they do. *Highly motivated* employees don't want to be treated just like another replaceable worker. They generally need to know that by showing these attributes which make them stand out, that they are able to achieve more.

Workplace design helps make the probability of successfully motivating employees and teams more likely. The work process has a beginning and an end. This structure will reinforce the team's quality and efficiency needs. The end product - a completed unit - should be there for all to see as evidence of a completed task. Everyone working toward an observable, major goal, a high quality completed unit, in which they receive an equal reward in pay, should give a sound basis for you to use as a beginning point to consider team motivation. Along the way, as the team engages in problem solving; it is given the power to make certain levels of decisions about the work and how it gets accomplished; and, you, as its knowledgeable supervisor keeps it on course. You, as the supervisor, serve as the communicator of "what is important" daily to give meaning and value to work.

Motivation is an active process which has an identity at the team level and, as we saw earlier in this Step, and with each individual as well. Your knowledge of the individuals in the team gives you a head start in developing a motivational strategy. If you have been involved in the hiring of the individual, have taken the lead role in the orientation period and have observed many hours of the new employee's work, you will have a very

good idea of what makes the person tick. Knowing the same kind of detail about your team is very important because of the team's importance to the total success of your operation. Let's examine a few team activities which would be considered as positive motivators:

You are setting goals.

You are providing incentives.

You are often meeting privately.

get things.

You discuss progress from a
keynote and go back
regularly.

You treat all the team
members with consideration.

You tell the team to
investigate issues.

You and the manager
provide feedback.

You track all
performance by not
blaming.

with the manager and
then which will most
likely result in the
best.

What motivates the team?

Encouraging the team
to work on a project
without working for the
manager and providing
feedback as a positive effect
on the team's success.

You should be sure if anything
will come up to you that
you are not going to look at
the things that will be the
best to come out.

What motivates the team?

Encouraging the team to
the identification of a
specific problem without
blaming the team to create
a good working and
encouraging the team to
the things that will be
the best to come out.

Your Activity at the Team Level

You get the team a review of the production schedule for next week.

You are setting goals

You are promoting involvement

You are anticipating possible problems.

You discuss damage found in several units in final inspection.

Your trust of the team shows your commitment

You task the team to investigate causes.

You and the team can provide feedback.

You head-off any resentment by not blaming.

Motivational Strategies

You will be able to anticipate problems, get input on solutions, answer individual questions and know which units need special attention on your part.

What Motivators Are You Using?

Communicating your high expectations; getting an advance warning for barrier removal; and presenting yourself as a problem solver when trouble occurs.

You check to see if anything could have happened in your station and agree to look at the damage yourself to see how it occurred.

What motivators are you using?

Are you including the team in the investigation of a meaningful problem without blaming them: you or maybe a team member will investigate probable causes. You attempt to feedback to the team which may have caused the problem; and you assign the repair work.

You can see that many of the motivation strategies are job related. The dynamics of pulling the team together around an issue or to solve a problem demands a lot of effort on your part, but you get help from the team members themselves by permitting them to take ownership in the problem and its solution. Reinforcers that are directed at the team will be critical in securing team buy-in.

Motivating employee behavior makes a difference in how the employee feels about himself and about the job he does. The strongest link in making those feelings result in continuing positive behavior is the one that brings you, the employee and the team together. It is impossible to replace the positive effect you have on making any motivation strategy work. Recall how you feel when your boss passes a good comment on to you about your department or about your team or about you. The great power of positive reinforcement used to motivate employee's behavior will change how you lead your team from the first time you use it.

My Commitment To Myself

I will complete a Performance Scorecard on each person in my team.

I will talk to each one, using the Scorecard.

I will select several areas where my department's performance needs improvement.

I will work out a plan using the motivation suggestion both at an individual and at the team level and get my boss to OK my plan.

I will share the plan and the motivation strategy with my team. We will study the problem and come up with a course of action.

I will share successes and failures with other supervisors.

Last Minute Questions

Younger workers may have different items that will serve as motivators. When I use the Performance Scorecard, I will be sure to find out what is important to each of them.

You read about using Positive Motivation and how it is a powerful tool to change performance. What would you do plan to use as a Positive Motivator for your team?

Performance Scorecard (Place in employee's file)

Personal scorecard for _____

Years at the company _____ What departments? _____

Job liked best and Why? _____

Job liked least elsewhere and Why? _____

Job Strengths

Areas for Job Improvement

Personal Strengths

Areas for Personal Improvement

Employee's comments about work here. _____

Over the next year my plan is to work on these points with the employee. _____

Supervisor

Date

Your Introduction To Leadership The Beginning Of Your Journey

You will be the one who takes the new-found change techniques and introduce them in your team. Those strategies will have a dramatic impact on your abilities to introduce improvements throughout your department. The next Steps will provide a way to take that energy you have created and multiply its effects many times by becoming the leader of the change process.

Now that you have learned about two powerful tools: problem solving and motivation, the next questions that you are faced with have to do with developing ways to augment your behavior so that what you do yields the best possible results. If you have been groomed in the strict "top-down" command and control environments where orders are given and then followed, we will now talk about a supervision in a very different way.

You will see that not only is leadership much more than just employing some tools to get your team to function more effectively, it is an operating style which will change the way you approach your whole job. You will be hearing yourself referred to as a leader in the Steps that follow and what you do will be called leadership. Your official title may not reflect that designation but without question, it is how you will be performing your job.

Discovering Your Leadership Skills

There is an old saying that if you don't look good on a horse you probably will not be a good leader. That old vision of the leader in front of his troops (usually on a horse) is almost comical today because everyone realizes that it takes more than just one person to get complex things done. It takes a team effort to assure success, maybe a team of leaders. The thought that just one individual having enough expertise in each part of a job to effectively call all the shots is not only unrealistic, it is dangerous way to run any

organization. Welcome to leadership! You will be expected to have all the answers and you will soon discover ways of finding them, by using the tools in the first section of this Guide and by having your team use them as well. Leading your team has a far greater scope than merely supervising their activities and measuring results. Your team shares some leadership responsibilities as they learn about the Steps from you.

The leader recognizes the relationships between the various responsibilities and works toward the goal of constant improvement by establishing direction, involving others and constantly striving for higher performance. The discovery of your leadership skills starts with the recognition that there is not only a difference between just supervising a function and being a leader because leadership:

- Is Recognizable
- Starts With Trust
- Does Make A Difference

Is That Really Me?

Those leadership activities are seen in your *intentionally* influencing others in how they work; *on a continuing basis* working with others to make sure that they are reaching their potential; *teaching* others; *learning* more about people and processes every day; and, keeping the goal of *improving* as a part of your mission each day. Practicing leadership in today's workplace requires you to understand that it is ongoing - it is not a program - it is not just talking about it and it does require hard work to be effective. Your hard work!

So, you need to prepare yourself. You will begin to look at things differently - instead of waiting for a solution to a problem to appear, you and your team will be taking the action

needed to begin the problem solving process, find the solution and implement it! The boost that you give to your team will be enormous because most employees are tired about hearing how things will change-they are ready to help make change happen. With you as their leader, they will get that chance.

It Starts With Trust

Virtually every measurable can be affected when you include those individuals that work for you in solving problems. When people feel valued they will give you the chance to involve them in more than just "everyday tasks". Earning people's trust is probably the single most important way to begin that tough job of saying to your team that there is more to all of our jobs than just showing up each day.

It may be easier to understand trust if we call it your *credibility*. In the simplest sense, you want to use your credibility to influence your team. Real leadership happens when your team elects to follow you as their leader. You may not think they have a choice, because you're the guy on the horse, but every time you attempt to change a behavior or motivate your team, they are making a judgment initially about you. If you have personal credibility with them then you have at least gotten their attention.

The degree to which you are seen as credible by your team is measured by the amount of influence you have over them. If you are seen as the one who talks about change everyday and nothing ever happens, then you may be starting with a major hill to climb.

Let's see what makes a Credible Leader.

Conviction - the commitment you have toward your goals.

Character - consistent demonstration of integrity, respect and trust.

Care - a concern for the well being of your team.

Courage - your willingness to stand up for your beliefs; to admit when you are wrong; and, to change your own behavior when you have to.

Composure - appropriate emotional responses, keeping your cool in tough or crisis situations.

Competence - knowing what you're talking about.

It is true that leadership is a process that involves many people working toward a common goal, but you can't discount the importance of you, the leader in the midst of the process. Your leadership is created, day after day, crisis after crisis, unit after unit - it never ends.

If you take a close look at the Six C's you will find it possible to measure your own behavior. Credibility with your workforce will *begin* when you are recognized as using the Six C's.

Finding Your Path

It is your personal commitment that makes credibility possible and it is that knowledge of the future that propels you to lead your team toward the empowered existence needed to meet competitive challenges. The single most important catalyst in making this a reality is you. Nothing can replace your presence in your department. By being at the center of the operation, you are able to encourage employee initiative and use positive reinforcement in a meaningful way. You spend time asking questions. "Why shouldn't we . . .?" "How can we . . .?" "Can we try it this way?" Your vision changes to determining where you should be leading your team into new solutions and in more progressive directions by empowering them to assist you in decision making.

Your personal interaction makes the praise you give more meaningful and it lets you have first-hand knowledge of areas for improvement or correction. You are not just judging people in your team, you are sharing expertise and you are learning from them as well. You are both teacher and student. People don't have to guess at your approach to business - it is clearly demonstrated with each discussion. You don't need to invent slogans to reinforce your views on technical or people issues, because you show them so often.

The three Steps that follow should challenge you to abandon your former supervisory style. You must be so reassured that you will not revert to the old ways even when pressed for the quick fix. Your commitment to change will be seen by all as the most effective means to providing measurable results. Be ready, however, to experience failure. You may trust too much, or by being overly anxious, you may expect change too early in the process. Since most of your endeavors will be successful, always know that by rallying your team each time there is a need re-address an issue, your leadership will take you and your team down the right path again.

Leadership - You Are The Role Model For Success

There are some fundamental qualities identified with leadership. Many individuals may not envision themselves in the role of a leader, even though even though they exhibit some of these qualities. Leading your team depends on you learning the processes that will start you on your way. Leadership is not a formula but it does involve your personal mixture that will bring about your prescription for success.

When you think of leaders you usually think of heads of state, or military commanders or of a company's top management. It may be the perception that because these people have some special qualities they can lead large armies to win major battles; or they can amass great fortunes. Their accomplishments are so large, and in most cases so out of our reach, that we can't see ourselves in the same role. We often think that these leaders are insulated because of their importance and we picture them as having enormous egos. In other words, we can't see ourselves as being anything like these high profile people in anything that we do. But because leadership is a process and not a position, it is possible for you to see yourself as having the qualities of leadership in your every day job. Here are some leadership fundamentals to give you the confidence that many of your own qualities will be seen as indicators of your leadership.

20 Leadership Fundamentals

Leaders are good communicators.

Leaders are motivators.

Leaders are visible and approachable.

Leaders have a sense of humor.

Leaders are decisive, but patiently decisive..

Leaders are thoughtful.

Leaders are reliable.

Leaders are open-minded.

Leaders treat their people with respect.

Leaders have integrity.

Leaders build trust.

Leaders are good teachers.

Leaders show others how to be problem solvers.

Leaders must have stamina.

Leaders know how to manage time well.

Leaders have technical competence.

Leaders do not condone incompetence.

Leaders care for their people.

Leaders must provide goals and direction.

Leaders think of their department's goals before personal goals.

From the Other Side

"I have read that list of Leadership Fundamentals and I know that I am doing many of those things now. The biggest problems that I face, though, are getting my team to consistently keep good quality levels and getting them to work with each other instead of thinking that each one is an expert responsible for only his job." This supervisor has a hard time convincing himself (and his team) that he has the qualities to lead even though he sees himself as using many of the Fundamentals. Doubting your leadership ability is a common reaction when you don't see consistent results even if you think you are doing

the right things.

Myths About Leadership

There are certain beliefs which will always cloud the picture about how leadership comes into being. You have probably heard of leaders mentioned in this way - along with the stories to back up the arguments. The first of these, and probably the most widely held belief is that **leaders are born and not made.**

Certainly, if you are more intelligent or are more energetic than most, you will have a greater likelihood to be identified as having leadership potential. Neither quality alone will sustain you in a leadership role. Reading about an intricate battle plan carried off by an army may give you an idea of the strategy behind certain leadership decisions but the one element it doesn't supply is that flexibility and realism of the front-line encounter.

Being there in the midst of things, permits a much broader population to succeed at leadership because among those qualities that make a great leader is involvement as well as intelligence..

Your raw energy may make you the first one at the battle site but that position may prove very lonely and short-lived if you have out-paced your followers and supply lines and support. Persistence and determination are definitely more desirable leadership traits. If you are persistent and capable of seeing things through to conclusion you have a greater chance of succeeding than if you can just yell, "Charge!".

Your daily work environment will bring out your natural talents. They will be reinforced through every success. Chances are that your team will be more likely to pick up on the direction you are setting when you show them you can stay on target through persuasion not intimidation. They too will grow in using the leadership process because of the

challenges you present to them.

Some people think that **leadership is just common sense**. There is no doubt that a solid practical knowledge base can get you a great start in problem solving and in the people skills areas. Leadership will take you much further in the change process. Remember, leadership is about change. To pursue change as your goal you must leave the security provided by the common sense approach primarily because using only that method will keep you at the *status quo* or where you are now. When a new direction is called for, there is the need to employ a different set of rules to examine all possibilities which may lead you to the correct choice. If leadership were nothing more than using common sense there would be a near perfect workplace where adjustment to change would be minimal, disruptions would be non-existent and your job as supervisor would be defined as the ability to do things the same way as you did them yesterday. That scenario can not be found in today's globally competitive markets.

There is a final myth about how leadership skills are acquired which is based on the opinion that leadership skills cannot be developed through learning or through study it must be **learned from the school of hard knocks**. Actually, practical (hard knocks) and formal study (learning leadership) go together quite well. By studying the different aspects of leadership in just this Guide, a supervisor should be able to carry new knowledge into his daily experience and be able to better understand what is happening as the result of his leadership. You certainly can learn from experience. You will be able to progress more quickly when you use all available learning avenues. Studying different approaches to leadership before trying to initiate change will probably mean faster pick-up on everyone's part as well as a few less "knocks" for you.

It is true that leaders use common sense; and, you can learn a lot about leadership through on the job experience. It is also a fact that some individuals are born into families where close family members serve as leader role models. Even though all of these things have some factual basis, all of them together do not include or exclude anyone from being a successful leader. Your own talent coupled with what you are willing to learn and to implement the Steps in this Guide will be better indicators of your probability of success than any myth about leadership.

Moving Toward Leadership

We have seen the Fundamentals at the beginning of this Step and surely you can recognize some of your own characteristics in those descriptions. You are wise in knowing there is always room for more improvement. You must make a personal commitment to continue to learn. You must always try to improve your skills and to take ownership of your development. Adopting this attitude will help you stand out from others who may not have the desire to change. Along the way you will still encounter those who will try to convince you that the myths, in one way or another, are absolute truths and will ultimately stop anyone short of being a leader. Going backwards or stopping is just not going to happen in your case, **your stamina, open-mindedness, goal orientation and desire to improve your competence;** (See The Fundamentals), will help keep you to stay on course.

Even knowing that you have the qualities to pursue the leadership process, you still may have some questions on how to turn your skills and your desire to change into action. You are among a select few supervisors and managers who have chosen a course to make change happen. Those who choose change as a means of improving are considered as

having an achievement motivation. They have a strong personal sense of goal orientation and see that accomplishing goals comes from self-management. You will also be able to be more effective at leading the change process because of your abilities to envision what the *changed* process will look like. You will be able to get those in your team to see the same goals as well.

Starting With Self-Management As Your Guide

This is your beginning phase in your change toward the leadership process. The countless examples of how to get things started takes study, as well as trial and error on your part. Your dedication to improving a part of the process can be accomplished by understanding where you are and then mapping a course how to get there. Here is a simple plan that you may wish to use in getting started.

Change Starts With An Idea: Imagination is needed to start. For most people, this is the most difficult of all the components of change because it requires stepping out of the ordinary ways of thinking and doing things. Since habits are strong and new ideas are accepted slowly, there is more risk involved than many people are willing to take. Innovation and improvement usually happens because someone conceives of a better way to do the work. The idea must also be based upon the specifying and meeting of some kind of improvement need, or there will be no reason for change.

Planning: Once an idea is started it can be built upon through carefully specifying just how, where, and when a change can best be accomplished. This may involve

interest as a project continues. Motivation leads to the most important aspect of change, Action! Higher levels of motivation and achievement can be accomplished by meeting: people's needs of recognition, accomplishment, challenge, belonging, meaning and purpose.

Evaluating: Evaluation of the results of a change effort is tricky but necessary. It is important in terms of making improvements to the plan and in being able to jointly celebrate a specific level of success. The more carefully specified the plan is in terms of identified accomplishments to be reached, the easier the evaluation of the progress. Evaluation should be made a part of the plan, it should be defined in terms of accomplishments and it must be measurable.

Recycling the Process Through Evaluation: After a time of evaluation, all the steps in this process need to be repeated so that realistic assessments can be made about how events are proceeding and what change has occurred. Rethinking the plans, finding new motivators and regrouping for greater productivity will keep your team in tune with what is real and what has positive change potential. It is this kind of feedback that will assure you and your team that change has produced the desired results.

My Commitment To Myself

Here is my chance to begin.

I will show my team the value of process improvement and change.

I will remember to provide the action needed by committing to a project.

I will demonstrate the leadership skills I have learned by involving them in all facets of the project.

Last Minute Questions

How do you make sure that you have the complete backing of your boss on the project selected?

Can you deputize a couple of your team members to help with writing down meeting notes and progress reports?

How do you intend to spread the news about your team's progress to your fellow supervisors?

Some Helpful Tips About The Change Process

Using Self-Management

- 1. Self-Confidence:** Being willing to go out, hear “no”, and move on to focus on the next opportunity.
- 2. Detail and Big Picture Thinking:** Combining detail and big picture forms of thinking to analyze problems.
- 3. Mental Rehearsal:** Preparing for action so that both your mind and your emotions are conditioned for upcoming events.

Using Course Correction

- 4. Creative Brain Power:** Having the flexibility to change perspective and do the creative thinking necessary to deal with challenges.
- 5. Concentration:** Having stamina to work long hours, adaptability to change, and the resilience under stress.
- 6. Learning From Mistakes:** Taking appropriate actions based upon new information or past failures.

Having a Results Orientation

- 7. As a Leader:** Seeing and communicating clear goals, following up with a plan of action that includes specific actions, complete with benchmarks necessary for assessing time, quality and quantity of results.
- 8. As a Coordinator of Information:** Drawing in what you need from other people to make the process a success.

- 9. As the Change Leader: Understanding that there is no guaranteed path from A to Z, and being prepared to make new paths.**

Getting Necessary Skills

- 10. Developing New Skills: Assessing what new skills are needed and then developing those skills through readings, courses, workshops and work experiences. Ask for and get feedback from your managers.**
- 11. Using What You Learn: Maximizing opportunities to use the new skills while you develop what you have already learned.**

Developing Your Team to Accomplish Results

- 12. Delegating to Empower Your Team: Empowering others by giving them tasks and assignments that they do best or that will get them into new territory. Checking progress and giving feedback.**
- 13. Stretching the Abilities of Others: Challenging others to develop to their potential and offering opportunities for them to do so.**
- 14. Encouraging Moderate Risk-Taking: Encouraging others to take risks if there is reasonable chance for success.**

Managing Change for Future Success

- 15. Always Be Learning: Seeking lifelong learning opportunities, which means there is a willingness to admit there is always more to learn.**

16. Expecting to Succeed: Having confidence and sharing with others that things can work, but having alternate game-plans to shift into if you need to change course.

It is only practical to be prepared for times when the change project appears to stall. The temptation and the goal here the reader brings to you for most as a positive. It gives you a chance to figure out "what's next?" as you look at your reasons of change activities. The world will be shifting. When you think of it as the goal plan by the next morning.

There we go again at predicting it seems the position. Should we be looking up our noses? It seems like it is just a process saying well not much more it is doing to you now. "But" otherwise you're looking to break down should you have to and in it. That way you don't waste money time and money talking with something that is working. Even the same process early in the direction we are taking as change management by nature? As leaders we are taking a more active role in recognizing the needs of the team, motivating them to move towards improving quality and customer service and incorporating them to be part of the business making process. When it comes to it then you share ideas for the general change should already be with. Some common ideas include with the way things are done.

From the Other Side

"It is really frustrating being not only not here with the change project happening. It seems like there was really about it about a year ago and then things started slowing down and although they seem to have picked some of the projects, many of them are going through the barriers and obstacles still and are more so. The experience here that is a reason to go on to the problems in the operation but it is tough in the company if you and you are alone. The future seems the subject of change has not been on the horizon.

Renewal of Leadership

It seems that the excitement of leading has been momentary, because now renewal is the next Step. It is only practical to be prepared for times when the change process appears to stall. This hesitation and the quiet time the results from it can be used as a positive. It gives you a chance to figure out "what's next" as you look at your course of change activities. Renewal will be exciting when you think of it as the energizer for the next successes.

Once we get good at something it seems that someone always wants to move up our standards. It seems OK to get a system working well and maintaining it as long as you can. Only when you see it starting to break down should you jump in and fix it. That way you don't waste valuable time and money tinkering with something that is working. Does the same caution apply to the direction we are taking in changing supervisors to leaders? As leaders we are taking a more active role in recognizing the needs of the team, motivating them to move towards improving quality and reducing errors and empowering them to be part of the decision making process. There is more to it than just those items but the general change should already be seen. Does everyone seem satisfied with the way things are now?

From the Other Side

"It is really frustrating being the only one here who got the message about improving. It seems that there was a stir about it about a year ago and then things settled down again and although we seem to have solved some of our problems, many of those nagging things like turnover and attitude still are not much better." This supervisor feels there is a reason to go on to tackle problems in his operation but it is tough to do anything if you feel you are alone. "The silence about the subject of change has told me that no matter

what I think, that part is over, now lets get back to work.” “My team has even commented about the “business as usual” feeling that they are getting about the other departments”. The subtle changes are recognized first; the lack of interest in sending a great product down the line; the disregard for damaging other departments’ work; and, just the sense that mediocre is the best we can do. “It seems like everyone has taken several steps backwards in the process of change.”

Nothing Goes on Forever

Once the big splash is over, all that is left are the small ripples of change which are quickly absorbed by the calm waters around them. The excitement is gone. The whole reason for change is no longer clear and many promoters of change have reached back for their personal comfort zones once again. This is a very contagious disease. It can start by ignoring few sloppy products. They slip through the process and are reported by your customers. It may take the form of rebuilding old barriers that caused poor communication. The back-slide into those bad habits is easily seen by all.

There is an interesting feeling about any reversal in the change process. The first to notice the slippage are those workers in the teams in whom so much energy was invested initially. Many times, anyone asked to change regards the loss of commitment as a betrayal. The change effort will crumble quickly if immediate action is not taken. The supervisor must address the stagnation caused by the desire to retreat. Unless action is taken, an all out reversal may cause the system to fall apart. You are the only one who can curb the downhill slide of a change process gone sour. And, if you recognize it early enough you are the leader who can jump-start it again.

The change process can never stay the same. It is the constant energy which is a result of

change that sparks the next series of changes. Because nothing lasts forever, you must take the responsibility of continuing the change process. It is that ability, among many others, that sets you apart as a leader. You must believe that you are the absolute key to success of the process and because of your important role, you need to be always on the alert for trouble signs - your *persistence* is about personal discipline. It causes you to do what you need to do even when it is difficult. Your *positive and enthusiastic* attitude makes those tough tasks bearable. Because leadership is such an outward activity it is easily noticed or easily seen as absent by the people around you. If you permit either your *persistence or enthusiasm* to decline, you will look hollow to those you are supposed to lead. And crossing the line of indifference shows that you have given up, and your team will quickly follow. Whether the condition that caused the stoppage is temporary or, if it is a real crisis, you need to overcome the fear that paralyzes many into inactivity.

Fear of making the decision (not the right one or the wrong one), but any decision, needs to be conquered at once if you are going to be effective in your leadership role. You are the source of inspiration to your team and you constantly need inspiration from your team if you have any chance of renewing leadership. It is that relationship that lets the momentum of change continue to build. Taking the time to focus in on your target and keeping it constantly in front of your team gives you the opportunity to watch for stagnation or slippage. Your hesitation, once you have spotted a possible problem may put your momentum at risk if you let it linger or go unattended for a long period. Once the signal is received by your people that your stoppage is not temporary - the change effort is compromised. It is essential to explain what is going on or "not" going on to

your team so that everyone understands that we are still pursuing this goal.

Hesitation also may serve as a positive “breather” for you and your team. It gives you a chance to check out reactions, your own included. It gives you and your team a chance to discuss feelings about the problem that caused your temporary loss of momentum and it may give you an opportunity to discover new solutions to help avoid similar problems which may halt the change process in the future. You can use the hesitation productively instead of waiting for the problem to be corrected by some other means or waiting for the movement to die. You are *persistently* giving people time for re-energizing their efforts. The feedback opportunity that you have purposely taken advantage of during this period also gives you the chance to check out your alignment toward the goal. It is time to ask these series of questions:

How are we doing in moving toward our goal?

How am I doing personally?

Am I doing all I can to help the team toward reaching the goal?

What is it that I might be doing that will prevent the team from reaching the goal?

You must continue to use your dual role as *teacher/learner* to move toward discovery.

The answers to the questions above may lead you to the next springboard of change. You don't have to start from zero. You simply analyze the situation, ask the questions and use the feedback you have received to redirect everyone's efforts. You must remind yourself as *teacher* that you want to discover all the possibilities and not leap at the first or the cheapest or the easiest solution. If you intend on having a lasting solution you and your team must sift through a lot of possibilities to make sure that your renewal begins with

the best chance for success.

Renewal is planned or unplanned hesitation. Its primary objective is to check the system for stagnation or crumbling. You as *teacher*, guide the effort for discovery of all kinds.

Some things you find may be used as a kind of report card for your efforts, others with others who may be contributing to the problem: Keep a detailed record of your solutions, possibilities and rejections because they are useful for later examination for you as *learner*. You are always on the alert to ideas, suggestions and other input aimed at improvement. Although they may not fit today's solution, you can always save them to re-visit later.

Strengthening the resolve to lead is very often an activity which requires self-motivation. Like most of the activities you are required to perform daily, time for self-motivation must be carved out of your busy schedule. This reflection should be your way of getting all the cards on the table, face-up. It may mean even exploring things with other supervisors, or with other teams and even with executives in your system.

Using Failure As A Learning Experience

Renewal means kind of a time to charge your batteries once again. It requires that you look at yourself, your team and your goals in a way in which you can be critical of things you have done. It is a time where the misdirection or lack of achievement can be looked on in a positive light. Yes, mistakes in a positive light! That is a difference between traditional management and the new leadership. Just as an example let's consider the problem solving process. **In the old view of problem solving, managers blamed others to prove that correction had taken place and, more importantly, that they were not at fault. The person in the team may have been told that what he did was**

wrong, but the problem was only solved for that incident for that person. Using your leadership skills, you still get the problem corrected and you identify the individual responsible for the error, but problem solving advances from the old style and concentrates on how to keep the problem from occurring again instead of merely punishing the poor performer.

When you use your new leadership skills, the renewal activity acts as a check to see that the problem solving process is working in the way you have thought. Your approach asks: Why did the problem arise? Was it the first time? The answers to these questions tell you where look next to focus your effort: Should it be in re-training of the team? Should the individual be re-trained? Does the process need to be examined? These questions should give you a sort of direction to see where the system has failed and then the most important component - the feedback to your team regarding the issue. Without some immediate, direct feedback from you, any spark that existed in the change process might quickly die. Feedback after your renewal lets you, together with your team, find and examine solutions. It also gives you a chance to provide the needed re-direction to prove that everything is still on course and the change process is still intact. Feedback following renewal gives you the chance to make sure that you know that all things are in place for a smooth re-start of the process.

The Renewed You

Each time you approach the change process with your team, or when you use the techniques to solve problems or if you deal with employee motivation issues or when you communicate in an open way to get action started in other departments, you show that the process which you are leading is still on track. Your enthusiasm in the face of the

problem goes a long way to reverse the possible expectation that a set-back will stop your change process. **In the old way of problem solving, where blame gets so much attention, the expectation of the team is that you, the leader, may revert to prior forms of control. The team loses interest once their power is taken away. And, you may determine that the risk of failure is too great, so you stop too!**

The renewed you will not let set-backs deter your effort to keep the change process alive. You will use your hesitation period productively. To prove to your team that the process is not dead, you infuse that *enthusiasm* that lets people know this setback is temporary. Your time is used productively to solve the problem with all concerned and you get a chance to renew your own commitment by doing a complete review of the change process as well. The breather that occurs gives you the opportunity to examine the whole system and see for yourself what state the change process is in and what directional changes need to be made to keep your effort on course. The feedback you supply to all those involved raises the flag once again, indicating that you are still on course. The change process is re-affirmed using direct feedback to your team. It sends the message that all aspects of the change process have been re-directed to assure that the goal is back in sight and that your energy is stronger than ever and so are your expectations of the team's commitment is as well.

Learning From The Quiet Time

As a leader, you are tuned into crisis management. Crisis management becomes such a way of life that there is an orientation to wait until something begins to go wrong to start your action. If you still have the feeling that being the "fixer" is your key role in leading your team then you need to re-read this Step. The problem solving setting is an easy way

for an event to start the process of renewal. In other cases, the quiet time that usually indicates that things are moving forward may also be a good time to re-examine the system. Again, renewal is completed while the process is in motion. You will need to use your *teacher/learner* skills on a one to one, or small group (two or three) meetings to begin your check of the change effort.

In quiet times, you are doing more than merely “kicking the tires”, you are *learning* from each member of the team, you are *learning* by examining the process. You are evaluating and feeding back the status of the process. As a leader you continue the renewal of the process. You are also continuing your personal renewal, you are developing the people in your team. You keep the change process alive.

My Commitment To Myself

I will illustrate, using a flow chart, how my department should process the work.

I will review it with my team so that we all understand what should be happening every day.

I will lead the team in examining one element which has failed in the past.

I will lead a quiet time discussion to analyze the failure with my team.

I will do a final review of my own progress in keeping the change process alive using My Weekly Activity Planner for help.

Last Minute Questions

Renewal can be difficult to understand because it requires an in depth knowledge of all aspects of leading a team. Once stagnation occurs, what are your suggestions to renew the change effort in your department?

To be prepared to act on renewal during quiet time or when your change process is in a temporary hesitation you must have a good idea of how you will begin. List four or five activities that you will start under each condition.

My Weekly Activity Planner

Each day we have the chance to influence change in ourselves and in the people who we lead. Sometimes the opportunities presented limit the amount of change we can expect to accomplish. Choose the plan that fits your team each week.

Change Target	Plan of Action/People Involved	Critical Dates
1. Increase the number of people who are involved in the planning and implementation of the program.	1. Develop a plan of action for the program, including a timeline and a list of people involved. 2. Assign specific tasks to each person involved. 3. Monitor progress and adjust the plan as needed.	1. Develop a plan of action for the program, including a timeline and a list of people involved. 2. Assign specific tasks to each person involved. 3. Monitor progress and adjust the plan as needed.
2. Increase the number of people who are involved in the evaluation of the program.	1. Develop a plan of action for the evaluation, including a timeline and a list of people involved. 2. Assign specific tasks to each person involved. 3. Monitor progress and adjust the plan as needed.	1. Develop a plan of action for the evaluation, including a timeline and a list of people involved. 2. Assign specific tasks to each person involved. 3. Monitor progress and adjust the plan as needed.
3. Increase the number of people who are involved in the dissemination of the program.	1. Develop a plan of action for the dissemination, including a timeline and a list of people involved. 2. Assign specific tasks to each person involved. 3. Monitor progress and adjust the plan as needed.	1. Develop a plan of action for the dissemination, including a timeline and a list of people involved. 2. Assign specific tasks to each person involved. 3. Monitor progress and adjust the plan as needed.

The Man in the Middle Has Gone- The Supervisor as Leader Has Arrived

When you began this journey a few weeks ago you probably felt that you had a very good grasp on how the supervisor's job was done. In most cases you were right. You had already developed many of the skills needed to do your job effectively and you may have considered this Guide as an affirmation of what you have accomplished on your own. For others, this Guide has served as been an awakening. All those who use the Steps to drive the change process in their operation will experience a dramatic increase in team participation and the results achieved by ridding the process of costly errors. Taking you out of the middle, our expression for choosing sides, is done by you increasing your presence in your department. Get accustomed to being in their midst, that is your place of greatest influence as a leader.

As you have seen throughout the Steps, the expectation for increased skills does require you to move forward. If you think you are just "fine tuning" your past efforts, the Steps can serve as great a beginning to renew your understanding of the role of leader. To those who have a bit farther to go, at first you will think you are way behind. One of the key objectives of having a Guide is to provide all supervisors with a range of topics that are meaningful to your jobs so that you can discuss different approaches and share your observations with your fellow supervisors. Merely reading through the Guide will have no impact on skills improvement if you don't put it into practice everyday.

The design of the material does not require everyone to be changing behavior at the same speed. You may prefer to tackle a problem area using some simple motivating techniques while another supervisor may have his employees focusing on customer feedback or analyzing service issues. You can each learn from the success of the other and you can energize your team in the same way. Your needs are met, the company's needs are met and no one is spending a great deal of the day in meetings or in activities

which would be considered as “wasting time”. As you have figured out by now, the greatest challenge will be to learn new techniques of leadership and then teach them to your team. This kind of activity may seem unnatural at first, but it is just the opposite. It is very natural for the leader of the team to do just that - lead – and- let others lead. You may be asked to be the expert in your operation where you will be the one who introduces other supervisors and managers to a part of the Steps. Envision this opportunity to abandon the Man in the Middle position and enter the Supervisor as Leader world.

This change is not something out of Star Wars. It does involve the use of the ideas of; **you in your department; you as the technical expert; and, you as the motivator who empowers your team to lead change.** You no longer are the one who waits for a complaint from your team before you act to get them a good rate of pay for their work - you become the one who promotes correctness in pay, you don't blame others, you tell your team what is deserved and what isn't. You aren't the target for non-conformity errors because you have recognized the standard and have taught your team to be your eyes and ears. When you do your final reviews you can demonstrate compliance to anyone auditing the work of your team; and the best part - each one of your team can also take that responsibility! You are the leader in quality, you are the leader in efficiency; new ideas come from your efforts with your team. You are not struggling to keep people because everyone is committed to being part of your team. You stop being the victim of re-work, you communicate with the assurance that you have all the correct answers and are listened to. In the end, not only do others see a difference in you, but you also see a change and you like it. And this is not the end - because the chance for growth in each

area is limitless. But, it is change and change takes your commitment and energy.

You're not alone though because everyone around you will be at some stage of the change process because of the drive to improve your product and to refine your system. The energy refers to your continued personal investment which will help you to grow as the leader in the changing workplace. The commitment you are making is one that is shared with many other people you work with and with the company you work for. Take a few more minutes to get together a future plan for yourself. Here are some hints to get started.

Building Your Own Skills

If you have taken the time to go through this Guide you have taken the first few steps in building your skills. You have practiced some of the things you learned and you have found out that some are easier to implement than others and that some things work and others don't (at least the first time you try). Don't stop here. One trip through the Steps will not give you enough of a foundation to build on. Many methods can be used to develop a path to change because there are usually many "right answers" to a problem. That is why your response to failing to hit a home run on the first solution must be to try again with another idea, then, make that one work.

Take advantage of educational resources. Advance your skills. Get a catalog and pick out a course or seminar which can help you improve your skills. If you have some doubts on how to apply, or you need some discussion about the kind of course(s) which would fill a need, ask your boss. Visit a school counselor to get some recommendations about supervisory development courses, you will find that they are very willing to help you break the ice in starting classes again. There are literally hundreds of books on the

topics of supervision, management and leadership. There are many more on hiring, problem solving, motivation, and dealing with employees. Pass books around to others who have similar interests. There are also a growing number of courses available using the Internet which can be taken at home. Learning is all around you. Building your skills though takes your energy and your commitment to make yourself better.

The Achievement Driven Leader

As an achievement driven leader you know things can be made better. Once you develop goals and a plan to back them, you're off and running. You get satisfaction out of your endless battle to influence change, because you enjoy a constant challenge. You probably reached your supervisor's position because you showed that you can take on tough problems and succeed at solving them while you are working in a team. You stood out - in a good way. Others figure out that you are not trying to impress someone else, you are trying to accomplish an internal goal. Because you have a strong sense of being able to influence change by your actions, it is easy for you to lead by example. You have used demonstration to show people in your team what you expect.

Those are some awesome characteristics, but they are the standard by which you should measure your performance. The grind of everyday work wears down the average person trying to do the job of a supervisor but the achievement driven leader sustains his energy over long periods of stressful times because of that strong internal goal oriented drive. You know that you are headed in the right direction, and you will show that kind of confidence to your team.

Demanding "Better Than Expected" Results

If you continue to motivate yourself by taking that extra step to make a better product or have a more efficient team you can achieve fantastic results. It is not a contest between you and other supervisors that builds a winning effort, it is everyone's continuous drive to improve. Everyone's goal becomes clearer when you set a target that all can see.

Maybe the impact is only felt in your team at first, but soon those not chasing change will look out of place.

Your achievement attitude is the trigger to set the change process in motion. The demand is created by the need to improve to better serve the customer. You translate that need into action, first, within yourself by recognizing the general concepts of where you feel you can lead your team to take on the challenge of growth. You may get your ideas from seeing a competitor's product or visiting one of your retail locations to discuss your product right at the location where it is sold. You may bring photos back to your team to show them where expectations were not met or to show a better application of one of your processes. Your motivation to achieve better results takes your current standard and raises it to one which must be adopted because it better serves the customer's needs.

Your leadership of the team takes the ideas you have witnessed through discussion, approval and implementation. This, of course, is the "five minute" version of always striving toward improvement, but the drive and motivation is still the same regardless of the size of the change. And, it starts with you! As your team sees your inquisitive attitude turn into action, they too will begin to improve the process. You can, and will, become the leader of change if you use your achievement motivation.

Final Thoughts On Leadership And Courage

Think about beginning your change by using the courage you must have to be an effective leader. Courage lets you examine the facts and take personal responsibility for improvement. Once you conquer the anxiety and uncertainty, your courage will help lead you in the right direction. Change doesn't happen by accident, courageous leaders demand it!

The reason that we tried to put some of the benefits of change in this book was to help you through those times of doubt where you may think you are the only one trying. It is hoped that those occasions of doubt are few, but when they do occur, reviewing the Steps can give you a place to go!

A sure sign of your desire to change is just having this Guide out in your work space. If you are seen reading the Guide, that will confirm everyone's opinion that they may be seeing something different in how you lead your crew. Yes, that's the difference that should be seen - you are beginning to use some of the leadership skills. Because your change can't be done secretly, your crew will see you carrying the Guide into your department, you may even copy a section and have your team review it with you.

Change is an active process. It will be rewarding and enjoyable for everyone involved. Making the commitment to use your leadership skills, sharing knowledge and demanding better than expected results will mean a better chance of success to your operations, to your team and most of all, to you!

My Commitment to Myself

I will begin my leadership role today!

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Fair Haven, VT.

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EXPERIENCE

Skyline Corporation
Elkhart, Indiana. 1991 – Present

A leader in the manufactured housing and recreational vehicles industry with twenty-seven facilities located across the country. Current employee level at nearly 4000.

- Vice President, Human Resources 1991 – Present
- Assisted in staffing of key positions throughout the Corporation enabling it to achieve a sixty percent growth in sales over the last two years.
- Defeated two organizing attempts at facilities in California and Wisconsin.
- Coordinated quality improvement initiatives throughout the Corporation.
- Implemented ADA and FMLA procedures assuring complete compliance at all locations.

LTV Missiles and Electronics Group, AM General Division,
South Bend, Indiana. 1984 – 1991

The free world's leader in tactical military vehicle production manufacturing medium-sized trucks and the HUMMER which employed 3700 at four locations at its peak.

- Vice President, Human Resources 1988 – 1991
- Director, Human Resources 1986 – 1988
- Director, Industrial Relations 1984 – 1986
- Developed and executed major downsizing plan resulting in the restructuring of the Division.
- Chief spokesman at negotiations with UAW.
- Negotiated \$750 thousand in grant monies from the State of Indiana for training and outplacement.
- Won two arbitration cases over the difficult issue of Equity of Sacrifice.
- Coordinated introduction of Ethics/Self Governance Program.

WGA Incorporated and Profile Dimensions
Itasca, Illinois. 1978 – 1983

Small executive search and human resources consulting firms with offices in Chicago area.

- Principal/Owner 1980 – 1983
- Executive Vice President 1978 – 1980
- Created search market by building a professional team and marketing the new concepts nationally.
- Established successful branch locations in Midwest and West Coast.

THOMAS F. McGILLICUDDY

Roper Corporation

Kankakee, Illinois. 1983 – 1984 and 1974 – 1978

A leading producer of appliances and garden equipment with 15 manufacturing facilities located throughout the United States and Canada employing approximately 4500 in both union and nonunion environments.

- Corporate Director of Communications 1983 – 1984
- Corporate Director of Labor Relations 1977 – 1978
- Group Director of Employee Relations – Appliance Group 1976 – 1977
- Manager Employee Relations – Kankakee Division 1974 – 1976
- Designed and presented multimedia presentations for health care plan changes and for an employee stock ownership program.
- Chief spokesman at 12 single and multiple unit negotiations.
- Introduced an Affirmative Action Plan model which was ultimately utilized throughout the Corporation.

Allis Chalmers Corporation

Various locations. 1965 – 1974

Major farm and industrial equipment producer with manufacturing locations worldwide.

- Manager Employee Relations – Industrial Tractor Division 1972 – 1974
- Manager Labor Relations – Industrial Truck Division 1970 – 1972
- Employment Manager – Industrial Truck Division 1966 – 1970
- Hourly Employee/Personnel Trainee 1965 – 1966
- Created a management training program in cooperation with the Graduate School of Business at the University of Kansas which facilitated the orientation of newly hired managers to the Division.
- Developed multimedia supervisory training module covering the areas of grievance handling and employee discipline.
- Chief spokesman at negotiations in sales/service locations throughout the country.

EDUCATION

BS Psychology, DePaul University, 1966

Numerous graduate level courses in psychology and in industrial relations.

Currently enrolled in Masters Degree Program at Indiana University at South Bend.

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